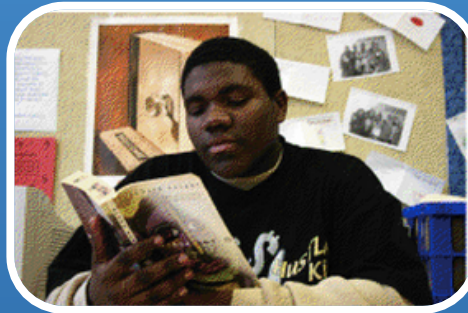
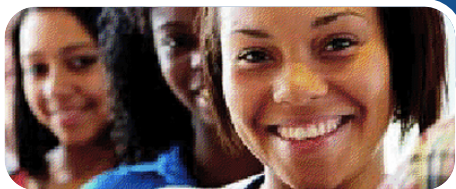


# Raising Self-Esteem

The most important thing is to identify the area that is important to the adolescent. Trying to improve global self-esteem is difficult, but helping adolescents to improve their self-concepts in specific valued areas is both doable and contributes to global self-esteem.

- Help a teen face a problem instead of avoiding it.
- Encourage a teen to explore a self interest and help them find resources to engage in the activity
- Role-play difficult conversations so that the teen is more comfortable in handling real life situations.

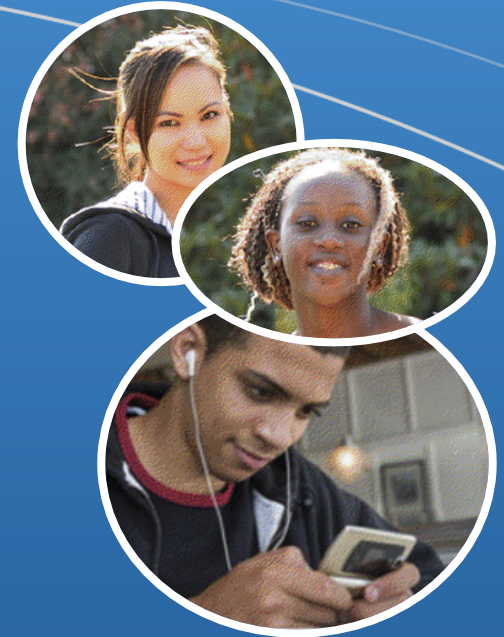


## The Focus of Reading Instruction for Adolescent Readers

The focus should be on:

1. Word Study
2. Fluency
3. Vocabulary
4. Comprehension
5. Motivation

Absent from this list are phonemic awareness and phonics. For most older readers, instruction in advanced word study, or decoding multisyllabic words, is a better use of time.



## Adolescent Development

Northeast Leadership Academy

Vernadette Garland, Lauren Greenhill,  
Tonya Little, and Timothy Mudd

High School  
Developmental Project

# Physical Development



Most teenagers between the ages of 13-18 will:

- Complete puberty and the physical transition from childhood to adulthood.
- Reach nearly their adult height, especially females.
- Become sexually active.
- Not get enough sleep

The physical growth and development that occur during puberty requires increases in energy, protein, vitamins, and minerals. Many adolescents make decisions that prohibit them from getting these needed resources. Eighty percent of boys and girls across ethnic groups were rated as having a poor diet. Less than 1% reached ideal healthy diet levels.

## Cognitive Development

### A Digital World

With the explosion of technology, there is a growing interest in “technology-rich learning environments” (TREs). There are debates about whether TREs should teach students directly or support the learning of students. These debates will continue; however, there is evidence that using computers supports the development of visual skills, as long as the tasks fit the student’s level of ability.

There is a push in many areas to provide a 1:1 environment where every student has a laptop or other device, but does computer use support academic learning? There have been hundreds of studies conducted to answer this question, but there have been no strong conclusions.

Just like any teaching tool or strategy, computers can be effective if used well, but just being on a computer will not automatically increase academic achievement. Computers have to be used to support the processes that lead to learning, active engagement, frequent interaction with feedback, authenticity and real world connection, and productive group work.

### Graduating High School

According to a report by the Educational Testing Service (ETS)

- The true high school graduation rate is substantially lower than the reported official rate

- The graduation rate has been declining for the past 40 years
- Graduation rates for minority group students are substantially lower than for the majority group
- The decline in high school graduation rates is among native populations and is not solely a consequence of increasing proportions of immigrants and minorities in American society
- The pattern of the decline of high school graduation rates by gender helps to explain the recent increase in male-female college attendance gaps.

In 2007 about 80% of White students graduated compared to 60% of African American students, 62% of Latino/a students, 91% of Asian/Pacific Islanders, and 61% of Native Americans.